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2005 CTS AMENDMENTS to the Management and Marketing Guide to Standards and Implementation

Summary of Curriculum Changes

New Courses

- MAM1040: E-commerce 1
- MAM2110: E-commerce 2
- MAM3120: E-commerce 3

Section B

- **Remove** pages B.1 (1997) and B.5–B.8 (Revised 2002/Revised 1999) and **replace** with new pages B.1 and B.5–B.8 (Revised 2005).

Section D

- **Remove** page D.1 (1997) and **replace** with new page D.1 (Revised 2005).
- **Add** new pages D.19–D.28 (Revised 2005).

Section E

- **Remove** page E.1 (Revised 1999) and **replace** with new page E.1 (Revised 2005).
- **Add** new pages E.39–E.50 (Revised 2005).

Section F

- **Remove** page F.1 (Revised 1999) and **replace** with new page F.1 (Revised 2005).
- **Add** new pages F.49–F.58 (Revised 2005).

Section G

- **Remove** page G.3 (Revised 1999) and **replace** with new page G.3 (Revised 2005).
- **Add** new pages G.68–G.76 (Revised 2005).

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MANAGEMENT AND MARKETING

B. STRAND RATIONALE AND PHILOSOPHY

In our highly competitive, rapidly changing society, management and marketing are generic skills. No matter what you do, how you manage yourself or how you use the resources available to you; you market yourself, your services or the products you make.

Management and Marketing, a strand in Career and Technology Studies, is designed to increase students' abilities to apply effective and efficient systems and strategies of management and marketing within personal, family, workplace, community and global contexts. The management aspect of this strand identifies effective procedures for organizing resources and working with people; whereas, marketing is concerned with pricing, promotion and distribution of ideas, products and services to satisfy consumer needs and wants.

Marketing in this strand takes a retail perspective. Linking student experiences as consumers to marketing in the retail marketplace is a central focus in the marketing systems and strategies theme. Through consumer experiences and simulations, students will investigate various marketing strategies and technologies, including face-to-face approaches, various forms of media and e-commerce, through the eyes of a retail worker, manager or owner. Students will learn retail merchandising strategies that help people engaged in marketing meet the challenge of ensuring that the right goods or services are in the right place, at the right time, in the right quantity, at the right price and offered to the right people.

Management in this strand emphasizes business and information management to generate profit within a competitive environment. Knowledge, skills and attitudes will be developed to help students identify and analyze strategies to succeed when working within continuously changing systems. Students will gain experience and confidence through a wide range of practical experiences as they plan, organize, take action, lead, work cooperatively, monitor progress and communicate. Their goal will be to ensure quality and professional service.

This strand provides an opportunity for students to explore the very complex and continuously expanding study of management and marketing systems and strategies. The intent is to help students develop enough background and skills so that, as entry-level employees, they can make an effective contribution right away. Many of the systems and strategies introduced here lead to further learning and specialization, both through workplace experiences and/or post-secondary study.

Management and Marketing builds on the Enterprise and Innovation strand competencies. Learning experiences will help students relate

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what they already know about how organizations run, how goods are sold and how the economy works. Management and Marketing can help students become aware of and assess a wide range of career opportunities—opportunities in small, medium and large public or private organizations as management and marketing specialists, in related support positions, or as a complement to the technical skills required by people who own and manage their own businesses.

Within the philosophy of Career and Technology Studies, *students* in Management and Marketing *will*:

- identify, analyze, apply and improve systems and strategies related to business and information management and marketing that can be applied personally, throughout CTS and in other study areas
- develop abilities in planning, organizing, leading, monitoring and communicating
- research, analyze, interpret and evaluate information needed in business management, marketing and information management systems and strategies
- develop and apply creative problem-solving and effective decision-making skills within the contexts of business management, marketing and information management systems and strategies
- analyze the role of the individual, family and community as they relate to management and marketing within the Canadian and global economy
- identify areas of interest and talent and relate these to career opportunities in business management and marketing
- demonstrate effort to develop basic competencies.

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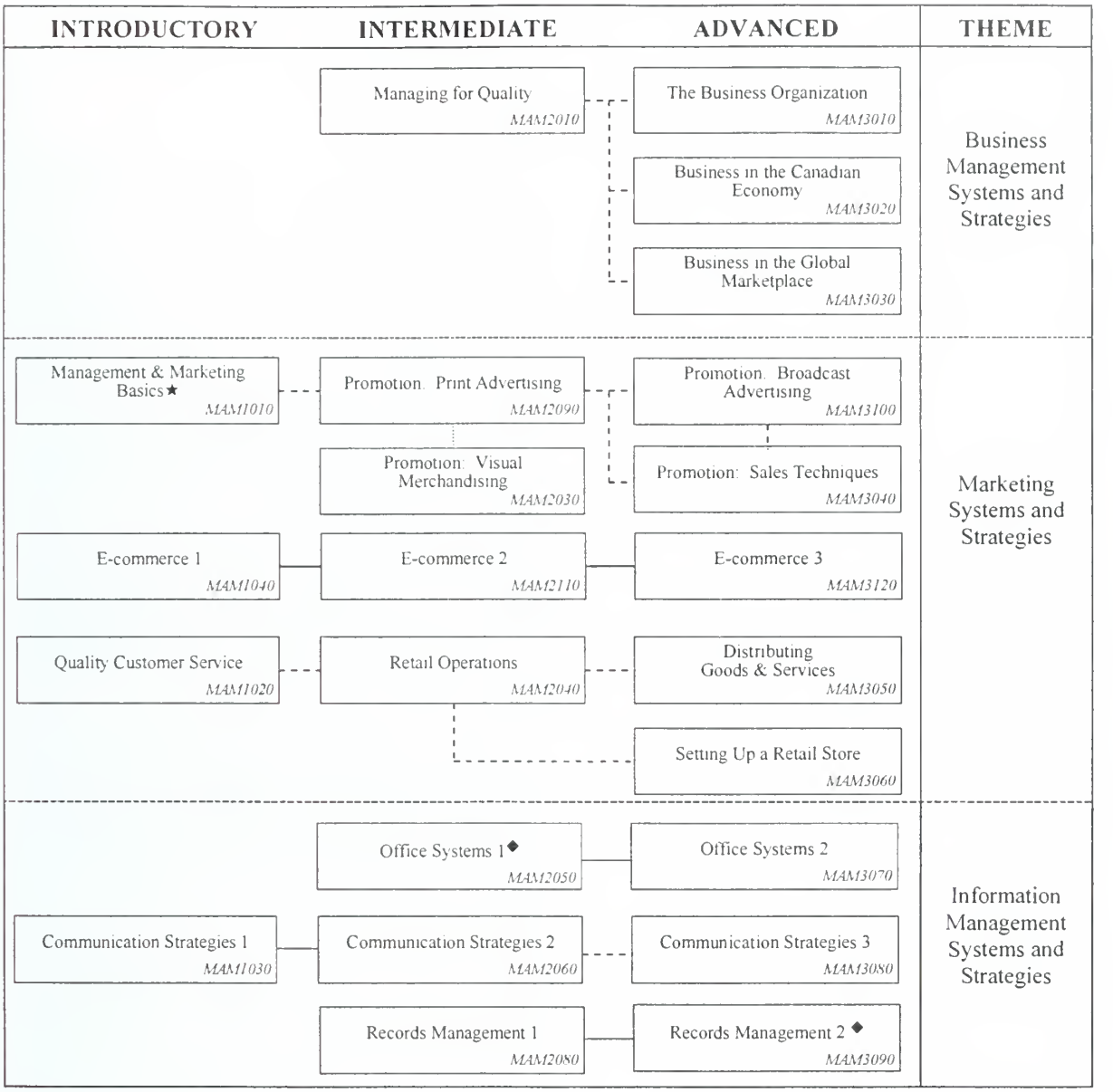
SCOPE AND SEQUENCE



——— Prerequisite - - - - Recommended sequence

★ Course provides a strong foundation for further learning in this strand.

◆ Refer to specific courses for additional prerequisites.

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COURSE DESCRIPTIONS

Course MAM1010: Management & Marketing Basics
Students identify basic management and marketing concepts, and describe retail merchandising strategies of value to the retail employee, manager or owner.

Course MAM1020: Quality Customer Service
Students identify and describe the target customer and the selling floor, including sales and nonsales activities.

Course MAM1030: Communication Strategies 1
Students improve oral and written business communications skills necessary for efficient and effective management of information. The focus is on business writing strategies and composing at the computer when preparing memorandums, e-mail messages and business letters.

Course MAM1040: E-commerce 1
Students will investigate the concept of e-commerce as a marketing strategy and design an e-commerce Web site to sell products/services.

Course MAM2010: Managing for Quality
Students demonstrate basic managerial skills, by assuming roles and responsibilities of management to coordinate available resources to achieve quality results.

Course MAM2030: Promotion: Visual Merchandising
Students identify different types of visual merchandising, and describe how to construct attention-getting displays and how to evaluate visual merchandising.

Course MAM2040: Retail Operations
Students identify retail operations that are typically performed off the selling floor, away from customers.

Course MAM2050: Office Systems 1
Students identify and describe strategies and procedures in the office environment and managing processes and protocols related to electronic equipment, written communication transmittal and business travelling arrangements.

Course MAM2060: Communication Strategies 2
Students improve their basic oral and written communication strategies necessary to efficient and effective management of information. The focus is on technical writing strategies and composing at the computer when preparing informal business reports and proposals.

Course MAM2080: Records Management 1
Students demonstrate basic records management skills for a manual records system, emphasizing alphabetic coding procedures.

Course MAM2090: Promotion: Print Advertising
Students are introduced to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

Course MAM2110: E-commerce 2
Students will enhance their understanding of e-commerce as a marketing strategy and design an e-commerce Web site with special effects and additional content to attract customers and increase their satisfaction.

Course MAM3010: The Business Organization
Students identify and describe organizational structures, management theories and organizations as working units. Students also explain their beliefs of what successful organizations might look like in the future.

Course MAM3020: Business in the Canadian Economy
Students expand and relate their knowledge of economics to how business decisions are made within the community, the province, nationally and internationally.

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Course MAM3030: Business in the Global Marketplace
Students identify the opportunities and challenges that confront business people in establishing a global business operation.

Course MAM3040: Promotion: Sales Techniques
Students learn techniques for successful selling.

Course MAM3050: Distributing Goods & Services
Students explore the channels of distribution and modes of transportation used to direct goods from the producer to the consumer.

Course MAM3060: Setting Up a Retail Store
Students develop retail store images, examine potential locations and design store layouts. Students should be given hands-on experience by researching a location for an actual retailing opportunity and design a layout for this retail store. This course focuses on students owning a retail business and learning the necessary steps for success.

Course MAM3070: Office Systems 2
Students demonstrate effective office environment strategies and processes, use electronic office equipment, and manage processes related to electronic communications and business meetings.

Course MAM3080: Communication Strategies 3
Students continue to improve basic oral and written communications strategies necessary to efficient and effective management of information. Focus is on technical writing strategies and composing at the computer when preparing formal business reports and proposals.

Course MAM3090: Records Management 2
Students describe the advantages of an automated records system. Numeric, subject and geographic coding are emphasized.

Course MAM3100: Promotion: Broadcast Advertising
Students are introduced to broadcast communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

Course MAM3120: E-commerce 3
Students will investigate strategies to gather customer information and design e-commerce Web sites that take advantage of technological advances.

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COURSE CURRICULUM AND ASSESSMENT STANDARDS:
SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Management and Marketing.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are developed for students who have no previous experience in the strand.

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction and help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Note: Several Web sites are listed in this document. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user.

Course MAM1010: Management & Marketing Basics D.3
Course MAM1020: Quality Customer Service D.9
Course MAM1030: Communication Strategies 1 ..... D.15
Course MAM1040: E-commerce 1 ..... D.19

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COURSE MAM1040: E-COMMERCE 1

Level: Introductory

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students will investigate the concept of e-commerce as a marketing strategy and design an e-commerce Web site to sell products/services.

Note: The e-commerce Web site that is designed may or may not be made operational.

Parameters: Access to a computer workstation, the Internet and word processing and Web site design software. Free or shareware packages that assist in Web site design are available.

Supporting Courses: INF1030 Word Processing 1, MAM1010 Management & Marketing Basics

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe features, benefits and challenges influencing decisions to market online	• a report that describes: – features specific to an e-commerce Web site – benefits of marketing online – challenges in establishing and maintaining an e-commerce Web site, including: • addressing ethical issues and privacy concerns • meeting the needs of potential customers. *Assessment Tool* *Assessment Guide: E-commerce 1 (MAM1040–1)* *Standard* *Rating of 2 for the applicable task in the Assessment Guide*	15
• outline the process of building an e-commerce Web site	• a report that outlines the process of researching, planning, developing, testing and publishing of an e-commerce Web site. *Assessment Tool* *Assessment Guide: E-commerce 1 (MAM1040–1)* *Standard* *Rating of 2 for the applicable task in the Assessment Guide*	15

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze features of effective e-commerce Web sites	• an analysis of the content and design/technical features observed in at least two e-commerce Web sites. *Assessment Tool* *Research Process: Features of Effective E-commerce Web Sites (MAM1040–2)* *Standard* *All applicable sections have been completed*	10
• design an e-commerce Web site to market products or services online	• a description of the proposed e-commerce Web site • a storyboard that outlines the page layout, including text, a navigational map, and: – special effects, such as pictures, photographs, graphics, sound, navigation menus, bars, text links – additional content, such as e-mail contact, company contacts and privacy policy • the development of the Web site using available software (optional) • a presentation of the e-commerce Web site that incorporates all required features and demonstrates effective principles of Web site design • a summary of feedback from reviewers/clients and an outline of proposed changes to the Web site. *Assessment Tool* *Assessment Task: E-commerce Web Site Evaluation (MAM1040–3)* *Standard* *All applicable sections have been completed*	50

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• apply, consistently, appropriate workstation routines	• demonstration of appropriate workstation routines. *Assessment Tool* *Assessment Checklist: Workstation Routines and Management (INFWRKSTN)* *Standard* *Rating of:* *2 – Workstation Routines* *3 – File Management* *2 – Time Management/Organization* *3 – Professionalism*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above.*	Integrated throughout

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Concept	Specific Outcomes	Notes
Features	*The student should:* • list features that are typical of e-commerce Web sites, including: – a catalogue display that lists products and/or services for sale – systems to handle orders, payments, shipping and inventory – marketing and advertising initiatives to attract and retain customers.	Components of an e-commerce Web site: • home page can include business description, logo, domain name, navigation to other pages, guest book or other customer registration options • information pages can include company information, such as contacts, location, policies on privacy and security, terms of business, "What's New" • descriptions of products/services (catalogue) • a shopping cart • shipping choices • payment choices.
Benefits	• describe the potential benefits of marketing online (e-commerce), including: – higher revenue/income potential • exposing business to wider audiences—local, national and global • expanded business networks/affiliations • reduced overall labour, communication and inventory costs – enhanced customer service—24/7 access – faster information dissemination to customers – faster information dissemination on products and marketing efforts within the company – increased good will and shareholder value.	
Challenges • Address Ethical Issues and Privacy Concerns	• assess challenges to marketing online, including: – ethical issues (e.g., selling illegal items; using untrue, incomplete statements in advertising; accepting money for recommendations) – privacy concerns; e.g., managing the nature and degree of information collected on customers, selling or renting customer information to a third party without permission	Wireless mobile devices: • cell phones • personal digital assistants (PDAs) • notebooks. Text only version for visually impaired and those with slow computers.
• Meeting Needs of Potential Customers	• profile potential customers: – age, gender, interests, occupations, income – reading, writing and hearing abilities – computer hardware/software expertise – status of computer equipment; e.g., processing speed, screen size, wireless mobile devices – connection speed to the Internet.	Smaller version of images—loads faster on low-bandwidth connection. Text visibility should be tested on smaller monitors.

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Concept	Specific Outcomes	Notes
	The student should:	
Building an E-commerce Web Site • Research	• research the target market and determine if potential customers are online • determine what competitors are doing and what needs to be done to compete • estimate start-up and ongoing costs (fixed and variable) • list what must be considered when deciding how to develop and manage an e-commerce Web site: – expected size of Web site (such as number of pages, items in catalogue, special effects) – expected traffic (estimated number of transactions, number of hits) – need to connect to in-house business processes (inventory, purchasing, accounting, marketing, shipping) – levels of security needed • describe alternatives for developing e-commerce Web sites: – outsourcing – building own Web site • buy software • use a programming language	Start-up costs: • computer equipment • communicating to the Internet (Internet Service Provider) • URL registration • trademarking and patent registration • Web development – in-house (software and staff), or – outsourced. Ongoing costs: • service and transaction charges • advertising • staff upgrading and training • shipping. Examples of software packages used to develop/host e-commerce Web sites: • Macromedia Dreamweaver • Microsoft FrontPage • Microsoft Commerce Manager • Yahoo!Merchant Solutions.
• Plan the Web Site • Develop the Web Site (Optional)	• describe the Web site • storyboard all Web pages, including the entire text for each Web page, and show the navigation links • set up the background • insert text • format pages • add hyperlinks • develop forms • insert images and special effects • edit text–image interfacing	Examples of programming languages used to develop e-commerce Web sites: • Hypertext Markup Language (HTML) • Extensible Markup Language (XML) • Java, JavaScript • C++.

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Concept	Specific Outcomes	Notes
Building an E-commerce Web Site (continued)	*The student should:*	
• Testing the Web Site (Optional)	• review the impact of the layout, text and special effects • test hyperlinks and navigation paths	
• Presenting the Web Site	• gather opinions and feedback on impact and effectiveness • make necessary adjustments	
• Modify, Publish, Market and Document the Web Site (Optional)	• register a domain name (URL) that: – is easy to find and remember – is reflective of the Web site's content – has a logical connection to Web site sponsor • publish pages to the Web site • market the Web site – online (search engines/directories and partnerships) – offline (news releases, stationery, advertisements) • document the Web site, by: – listing items that need updating on a regular basis or that are to be changed seasonally – creating a proposed schedule for software/hardware review.	Check availability of URLs at www.networksolutions.com, or use search engines. Register a domain name at www.internic.net.

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Concept	Specific Outcomes	Notes
Features of Effective E-commerce Web Sites • Content-related Features	*The student should:* • analyze the following content-related features of effective e-commerce Web sites: – the home page shows the main components of the Web site effectively – the search function allows efficient access to information – company information is included; e.g., name of company, address, telephone number, fax number, e-mail contact, list of key personnel, video of key staff person – company policies on privacy, security and terms of business are clearly stated – products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information – the shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes and total costs – the shopping cart provides options to delete the purchase(s), continue shopping or check out with a link to shipping choices – the shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) and there is a link to payment choices – the payment choices are clear—credit card, debit card, electronic cash – forms to gather customer information are well-designed – incentives to register are clear and attract attention – drop-down menus assist in filling out forms – additional content is offered to attract customers; e.g., detailed product/service information, frequently asked questions, "What's New," newsroom, forum, Web site tour, thank-you page, games – text is appropriate for potential customers – text is accurate—no errors in spelling, punctuation, grammar	Considerations for developing content: • present ideas in an easy-to-follow fashion (estimated viewer attention span is 10 seconds) • place most requested information in "front" of Web site, least requested in "back" • keep documents as simple as possible • use language that is appropriate for the target market.

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Concept	Specific Outcomes	Notes
Features of Effective E-commerce Web Sites (continued) • Design- and Technical-related Features	*The student should:* • analyze the following design- and technical-related features of effective e-commerce Web sites: – the overall impact of the Web site is positive and motivating – the Web site aligns with potential customers' interests and needs – the pages are consistent in format, text size, font, headings and colour – colour contrast helps items stand out or blend in – the background is effective – special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, marquee, 3-D graphics, 3-D animation – the home page provides clear links to other pages of the Web site – navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map) – navigation throughout the Web site is efficient (three or fewer "clicks") – after the home page, navigation links are positioned in a standard location – the organization of information is efficient (least used at "back" of Web site) – the processing speed is acceptable throughout the Web site – the domain name (URL) is indicative of the products/services offered – viewers have the option to register and the ability to ask questions, request information and give feedback – viewers have the option to control viewing choices; e.g., text only, view videos, turn off sound, enlarge/reduce picture size, customize the home page, select language.	Static Web sites include primarily text, but they can include special features such as sound, photographs and 3-D graphics. Dynamic Web sites include special features such as animation and video and/or have interactive features; e.g., viewer registration, purchase information, e-mail inquiries connected to a database.

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Concept	Specific Outcomes	Notes
Workstation Management	*The student should:* • demonstrate appropriate workstation routines: – good health and safety (posture, positioning of hardware and furniture) – security for hardware, software, supplies and personal work • demonstrate efficient and appropriate use of time and resources: – start-up procedures – organization of work area – closing procedures • apply effective decision-making strategies when using the Internet • use related terminology to describe basic protocols, processes and tools.	

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COURSE CURRICULUM AND ASSESSMENT STANDARDS:
SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Management and Marketing.

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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Course MAM2010: Managing for Quality E.3
Course MAM2090: Promotion: Print Advertising E.9
Course MAM2030: Promotion: Visual Merchandising E.15
Course MAM2040: Retail Operations E.21
Course MAM2050: Office Systems 1 ..... E.27
Course MAM2060: Communication Strategies 2 ..... E.31
Course MAM2080: Records Management 1 ..... E.35
Course MAM2110: E-commerce 2 ..... E.39

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COURSE MAM2110: E-COMMERCE 2

Level: Intermediate

Theme: Marketing Systems and Strategies

Prerequisite: MAM1040: E-commerce 1

Description: Students will enhance their understanding of e-commerce as a marketing strategy and design an e-commerce Web site with special effects and additional content to attract customers and increase their satisfaction.

Parameters: Access to a computer workstation, word processing and Web site design software, and the Internet. Free or shareware packages that assist in Web site design are available.

Supporting Courses: INF1030 Word Processing 1, INF2130 Multimedia Authoring 1, INF2060 Electronic Publishing 1, ENT2030 Marketing the Venture

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe strategies that attract customers to an e-commerce Web site	*Assessment of student achievement should be based on:* • a report comparing the strategies that e-commerce Web sites use to attract customers, including: – Web site improvements that incorporate additional content and add special effects – providing superior customer service – registering with search engines – forming strategic partnerships – providing secure payment systems. *Assessment Tool* *Assessment Guide: E-commerce 2 (MAM2110–1)* *Standard* *Rating of 3 for the applicable task in the Assessment Guide*	15

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe ethical issues, security threats and current legislation related to e-commerce	• a report that investigates examples related to an e-commerce Web site involving: – ethical issues – security threats – legislation and tort law. *Assessment Tool* *Assessment Guide: E-commerce 2 (MAM2110–1)* *Standard* *Rating of 3 for the applicable task in the Assessment Guide*	10
• analyze features of effective e-commerce Web sites	• an analysis of the content and design/technical features observed in at least three effective e-commerce Web sites. *Assessment Tool* *Research Process: Features of Effective E-commerce Web Sites (MAM2110–2)* *Standard* *All applicable sections have been completed*	15

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • design an e-commerce Web site with special effects and additional content	*Assessment of student achievement should be based on:* • a description of the proposed e-commerce Web site • a storyboard that outlines the page layout and navigation links, including: – special effects, such as pictures, photographs, graphics, sound, multimedia (audio, animation), navigation menus, bars and links (text, icon, banner ads) – additional content, such as e-mail contact, detailed product information for one product/service, policies for privacy and security, What's New, and five frequently asked questions • the development of the Web site, using available software, that incorporates all required features and demonstrates effective principles of Web site design • a test and presentation of the e-commerce Web site, including reviewers' comments • an outline of recommended changes to the Web site • the publishing of the e-commerce Web site, which incorporates planned changes. *Assessment Tool* *Assessment Task: E-commerce Web Site Evaluation (MAM2110–3)* *Standard* *All applicable sections have been completed*	50

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• apply, consistently, appropriate workstation routines	• demonstration of appropriate workstation routines. *Assessment Tool* *Assessment Checklist: Workstation Routines and Management (INFWRKSTN)* *Standard* *Rating of:* *3 – Workstation Routines* *3 – File Management* *3 – Time Management/Organization* *3 – Professionalism*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above.*	Integrated throughout

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Concept	Specific Outcomes	Notes
Strategies for Attracting Customers • Web Site Improvements • Providing Superior Customer Service	*The student should:* • outline Web site improvements that encourage customers to visit the e-commerce Web site, including: – additional content – special effects – navigation methods • identify how Web sites can provide superior customer service, including: – keeping the Web site up-to-date – indicating "What's New" – providing detailed product information; e.g., • side-by-side charts comparing the company's products to its competitors' products • a database allowing online shoppers to investigate products in depth; e.g., nutritional information, specifications, diagrams, blueprints • showing products in a favourable light; e.g., animated slide shows, movie clips of products in action, links to favourable reviews in online magazines, customers' testimonials, articles – providing the ability to trace the status of orders—in-house database or connect to shipper's database – establishing and/or refining company policies for returns, security and privacy – providing access to staff e-mail addresses to route customer questions to correct departments – using mailing lists to send copies of one message to numerous customers or employees; e.g., flag problems, share good news – providing incentives (added value) for customers to buy or register through the Web site; e.g., sales, discounts, quizzes, contests – providing the option to customize the home page – providing links to free information; e.g., current news, stock prices	Additional content: • e-mail contact • detailed information for products/services • policies for privacy, security and terms of business (such as returns, credit) • "What's New" • frequently asked questions (FAQ's) • news releases • registration form. Special effects: • pictures • photographs • graphics • sound • audio • animation • video clips • 3-D graphics • 3-D animation. Navigation methods: • menus • bars • links; e.g., text, icon, hover button, image map, banner ad.

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Concept	Specific Outcomes	Notes
Strategies for Attracting Customers (continued)	*The student should:*	
• Registering With Search Engines	• identify possible search engines/directories • list necessary steps to register the Web site with search engines and directories, including: – reading individual search engine rules – entering the Web site address at the search engines of choice – entering Web site details – submitting the Web site (doorway page) – keeping records of the submission • outline strategies to help place the Web site in a high ranking order within search engines, including: – selecting keywords/phrases that: • people are likely to use in searching for the Web site • indicate why the Web site is unique – arranging keywords/phrases in order of importance (Meta tags) – using keywords in the title and description (first 200 words) – avoiding blatant self-promotion – not repeating keywords (using synonyms and complementary words/phrases and plurals) – creating several descriptions of the Web site (fewer than 5, 25, 50 words) – forming strategic partnerships with complementary Web sites	Note: Typically, only the first 30–50 listings are viewed by customers. Doorway pages, used by search engines, indicate a Web site's: • title • description • keywords.

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Concept	Specific Outcomes	Notes
Strategies for Attracting Customers (continued)	*The student should:*	
• Forming Strategic Partnerships	• describe benefits of strategic partnerships, including that the partner: – can offer quality information and/or online services that complement the products/services on the e-commerce Web site – can provide high quality/credible information on the products/services available through the e-commerce Web site – can generate income based on hits and/or purchases – is willing to place advertisements on its Web site (usually free) • list various ways that an e-commerce business can advertise on partners' Web sites; e.g., banner ads, name identifiers	Portals: connections to a wide range of other Web sites (horizontal). Vortals: portal focused on a vertical market; e.g., health, travel, gourmet food, pets. To identify most visited Web sites, go to www.comscore.com. Identify potential global partners by researching information on products manufactured in different countries.
• Providing Secure Payment Systems	• list methods of paying for purchases online, including: – credit and debit cards – electronic cash (e-cheques, smart card, electronic wallet) • chart advantages and disadvantages of different arrangements for handling payment systems securely, such as: – terminal identification (TID) – digital certificates – digital signatures – encryption – protocols for secure information transfer through the Internet, such as: • Netscape Secure Sockets Layer (SSL) • Secure (S-HTTP).	An encryption program codes normal text, before being sent over the Internet, into cipher text; then it decodes the text, using a decryption program, on arrival. The level of security of the encryption program depends on the size of the key used. Pretty Good Privacy (PGP) www.pgp.com provides encryption for Web sites.

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Concept	Specific Outcomes	Notes
Ethical Issues and Security Threats Related to E-commerce	*The student should:* • outline examples of how an e-commerce Web site could deal with ethical issues and other challenges, such as: – unsolicited mail – online activism – access for people with disabilities • describe security threats, such as the following and potential solutions: – virus attacks – password guessing – credit card fraud – spoofing (intruder appears to be someone else) – denial of service attacks (crashing system, using up resources, flooding network with bogus requests) – sniffing (grabbing passwords by monitoring network traffic) – operating system exploitation (bugs or known flaws that allow entry).	Canadian legislation relating to the Internet and e-commerce: • *Personal Information and Electronic Documents Act* (PIPEDA) laws.justice.gc.ca/en/p-8.6/93196.html • *Privacy Act* laws.justice.gc.ca/en/P-21/index.html • *Copyright Act* laws.justice.gc.ca/en/C-42/index.html • *Competition Act* laws.justice.gc.ca/en/C-34/index.html • *Telecommunications Act* laws.justice.gc.ca/en/T-3.4/index.html Alberta legislation: • *Personal Information Act* www.psp.gov.ab.ca • *Freedom of Information and Protection of Privacy Act* http://www.qp.gov.ab.ca/documents/acts/F25.cfm • Alberta Regulation 81/2001 Internet Sales contract Regulation (*Fair Trading Act*) For further links to legislation, refer to the Canadian IT Law Association www.it-can.ca/en/resources.html
Legislation and Tort Law Related to E-commerce	• summarize key features of legislation and tort law that impact e-commerce, including: – digital signatures – electronic contracts – false advertising – intellectual property law – copyright – patents – trademarks and domain registration – misrepresentation – licensing – defamation – bait advertising – endorsements and testimonials – guarantees and warranties.	

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Concept	Specific Outcomes	Notes
Features of Effective E-commerce Web Sites	*The student should:*	
• Content-related Features	• analyze the following content-related features of effective e-commerce Web sites: – the home page shows the main components of the Web site effectively – the search function allows efficient access to information – company information is included; e.g., name of company, address, telephone number, fax number, e-mail contact, list of key personnel, video of key staff person – company policies on privacy, security and terms of business are clearly stated – products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information – the shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes and total costs – the shopping cart provides options to delete the purchase(s), continue shopping or check out with a link to shipping choices – the shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) and there is a link to payment choices – the payment choices are clear—credit card, debit card, electronic cash – forms to gather customer information are well-designed – incentives to register are clear and attract attention – drop-down menus assist in filling out forms – additional content is offered to attract customers; e.g., detailed product/service information, frequently asked questions, "What's New," newsroom, forum, Web site tour, thank-you page, games – text is appropriate for potential customers – text is accurate—no errors in spelling, punctuation, grammar	Considerations for developing content: • present ideas in an easy-to-follow fashion (estimated viewer attention span is 10 seconds) • place most requested information in "front" of Web site, least requested in "back" • keep documents as simple as possible • use language that is appropriate for the target market.

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Concept	Specific Outcomes	Notes
Features of Effective E-commerce Web Sites (continued)	*The student should:*	
• Design- and Technical-related Features	• analyze the following design- and technical-related features of effective e-commerce Web sites: – the overall impact of the Web site is positive and motivating – the Web site aligns with potential customers' interests and needs – the pages are consistent in format, text size, font, headings and colour – colour contrast helps items stand out or blend in – the background is effective – special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, marquee, 3-D graphics, 3-D animation – the home page provides clear links to other pages of the Web site – navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map) – navigation throughout the Web site is efficient (three or fewer "clicks") – after the home page, navigation links are positioned in a standard location – the organization of information is efficient (least used at "back" of Web site) – the processing speed is acceptable throughout the Web site – the domain name (URL) is indicative of the products/services offered – viewers have the option to register and the ability to ask questions, request information and give feedback – viewers have the option to control viewing choices; e.g., text only, view videos, turn off sound, enlarge/reduce picture size, customize the home page, select language.	Components of an E-commerce Web Site: • home page can include business description, logo, domain name, navigation to other pages, guest book or other customer registration options • information pages can include company information, such as contacts, location, policies on privacy and security, terms of business, "What's New" • descriptions of products/services (catalogue) • a shopping cart • shipping choices • payment choices. Static Web sites include primarily text, but they can include special features such as sound, photographs and 3-D graphics. Dynamic Web sites include special features such as animation and video and/or have interactive features; e.g., viewer registration, purchase information, e-mail inquiries connected to a database.

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Concept	Specific Outcomes	Notes
Process of Building an E-commerce Web Site	*The student should:* • complete the process of building an e-commerce Web site, by: – planning the Web site – developing the Web site, including: • content-related features • design- and technical-related features – testing and presenting the Web site – modifying and publishing the Web site.	A detailed list of tasks to build an e-commerce Web site is outlined in *Assessment Task: E-commerce Web Site Evaluation (MAM2110–3).*
Workstation Management	• apply efficient workstation positions and routines that encourage: – good health and safety (posture, positioning of hardware and furniture) – security for hardware, software, supplies and personal work • demonstrate efficient and appropriate use of time and resources: – start-up procedures – organization of work area – closing procedures • apply effective decision-making strategies when using the Internet • use related terminology to describe basic protocols, processes and tools.	

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COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Management and Marketing.

> Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Note: Several Web sites are listed in this document. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user.

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Course MAM3020: Business in the Canadian Economy F.9
Course MAM3030: Business in the Global Marketplace F.13
Course MAM3040: Promotion: Sales Techniques F.19
Course MAM3050: Distributing Goods and Services F.25
Course MAM3060: Setting Up a Retail Store F.29
Course MAM3070: Office Systems 2 ..... F.32
Course MAM3080: Communication Strategies 3 ..... F.37
Course MAM3090: Records Management 2 ..... F.41
Course MAM3100: Promotion: Broadcast Advertising F.45
Course MAM3120: E-commerce 3 ..... F.49

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COURSE MAM3120: E-COMMERCE 3

Level: Advanced

Theme: Marketing Systems and Strategies

Prerequisite: MAM2110: E-commerce 2

Description: Students will investigate strategies to gather customer information and design e-commerce Web sites that take advantage of technological advances.

Parameters: Access to a computer workstation, word processing and Web site design software, and the Internet. Free or shareware packages that assist in Web site design are available.

Supporting Courses: INF1030 Word Processing 1, INF2130 Multimedia Authoring 1, INF2060 Electronic Publishing 1, ENT2030 Marketing the Venture

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • research the challenges of obtaining customer information	*Assessment of student achievement should be based on:* • a report that: – lists ways to obtain customer data (data mining) – outlines possible uses of customer data – outlines features to include in a relational database and methods of ensuring accurate data entry (field properties) – describes options to obtain database software – describes the use of cookies – provides a design of a registration form and a list of possible incentives for customers to register. *Assessment Tool* *Assessment Guide: E-commerce 3 (MAM3120–1)* *Standard* *Rating of 3 for the applicable task in the Assessment Guide*	10

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• research financial considerations when developing and maintaining an e-commerce Web site	• a report that: – researches the costs and benefits of different methods of publishing an e-commerce Web site – lists potential income-generating opportunities – identifies technological advances in Web site development. *Assessment Tool* *Assessment Guide: E-commerce 3 (MAM3120–1)* *Standard* *Rating of 3 for the applicable task in the Assessment Guide*	10
• analyze features of effective e-commerce Web sites	• an analysis of the content and design/technical features observed in at least three award-winning e-commerce Web sites. *Assessment Tool* *Research Process: Features of Effective E-commerce Web Sites (MAM3120–2)* *Standard* *All applicable sections have been completed*	10

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • design two or more e-commerce Web sites that obtain customer information	*Assessment of student achievement should be based on:* • the descriptions of each of the proposed e-commerce Web sites • the storyboards for each of the e-commerce Web sites that outline the page layout and navigation links, including: – special effects, such as pictures, photographs, graphics, sound, multimedia (audio, animation), 3-D graphics, 3-D animation, navigation menus, bars, links (text, icon, hover button, image map, banner ad) and video of key staff person – additional content, such as e-mail contact; detailed product information for four products/services; policies for privacy, security and terms of business; What's New; ten frequently asked questions; news release; and registration form, with incentives • the development of the Web sites, using available software, that incorporates all required features and demonstrates effective principles of Web site design • a test and presentation of each of the e-commerce Web sites, including reviewers' comments • an outline of recommended changes for each of the Web sites • the modifying, publishing and documenting of the e-commerce Web sites. *Assessment Tool* *Assessment Task: E-commerce Web Site Evaluation (MAM3120–3)* *Standard* *All applicable sections have been completed*	60

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• apply, consistently, appropriate workstation routines	• demonstration of appropriate workstation routines. *Assessment Tool* *Assessment Checklist: Workstation Routines and Management (INFWRKSTN)* *Standard* *Rating of:* *3 – Workstation Routines* *3 – File Management* *3 – Time Management/Organization* *3 – Professionalism*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above.*	Integrated throughout

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Concept	Specific Outcomes	Notes
Data Mining	*The student should:* • identify methods of obtaining (mining) customer information, including geographic, demographic, psychographic and behavioural information: – give customers the choice to register in a guest book – gather data that comes in when a customer places an order (cookies) – summarize e-mail messages from customers and distribute to in-house departments – count visitor hits on a Web site and on individual pages (ISP may offer this service for free) – use a log to analyze what users value most on your Web site, and identify if there are any navigational problems • outline possible uses of customer data, such as: – greeting customers by name – modifying the information presented to customers, and providing recommended buying lists and information on sales and discounts, based on customers' shopping histories – providing personal shopping representatives to assist customers.	Customer Information (data mining): • Geographic: region, city, urban, suburban, rural • Demographic: age, income, education, occupation, gender, marital status, household size, ethnic background • Psychographic: lifestyles, activities, interests, opinions • Behavioural: occasion for use, benefits sought, usage rate, degree of loyalty. ISP (Internet Service Provider). Recent Marketing Strategies: • "Push" technology • Web skins. Note: Visible counts of hits on a Web site may or may not be advantageous.
Using Databases to Gather Information	• identify various databases that can be obtained to support: – customer information – order tracking – e-mail addresses – product-related or technical-related information • list data fields and field properties to include in a registration form; e.g., geographic, demographic, psychographic.	Databases can be: • part of hosting software • purchased • obtained as freeware.

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Concept	Specific Outcomes	Notes
Using Cookies	*The student should:* • describe how cookies work to identify customers and their habits and outline information that can/cannot be retrieved.	A cookie is a data file stored on the customer's hard drive that records the customer's activities on each visit to the Web site.
Designing a Registration Form	• design a registration form to obtain customer information that contains: – text entry boxes – form validation; e.g., field masks that limit type of entry or space for text when applicable – hidden fields displayed with an asterisk (*) – check boxes to indicate one or more chosen options – pop-up menus and scrolling menus to provide choices – plain push buttons or more creative buttons; e.g., SUBMIT to send form data to the server, RESET to clear all form fields.	Use table structure to align components of the registration form.
Incentives to Complete Registration Form	• list possible incentives to motivate the customer to register; e.g., free items, discounts, rewards, contests.	

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Concept	Specific Outcomes	Notes
	The student should:	
Financial Considerations • Costs and Benefits of Developing and Maintaining an E-commerce Web Site	• compare different ways of hosting e-commerce Web sites in terms of degree of control of operations and improvements, costs (development and transaction), and processing speed: – Outsourced hosting • no charge with limited options • no charge in exchange for placing advertisements • fee as part of other telecommunication services; e.g., telephone, cable services • fee for limited services; e.g., software package used to develop/host e-commerce Web site • fee for comprehensive services; e.g., connections to in-house business systems, Web space added to other services – Web hosting on own Web site • hire professionals to design and program • purchase software—build and maintain Web site (possibly outsource data management and secure payments system) • program your own site—full control of operations	Operational costs can be based on paying a flat fee, a fee per transaction and/or percentage of total sale (1.5% – 9%). Examples of software packages used to develop/host e-commerce Web sites: • Macromedia Dreamweaver • Microsoft FrontPage • Microsoft Commerce Manager • Yahoo!Merchant Solutions. Examples of programming languages include Java, C++, JavaScript, VBScript, Perl/CGI, HTML, SML, XSL, ASP and DHTML.
• Potential Income-generating Opportunities	• list potential income-generating opportunities, such as: – sales of goods and services – partnerships – auctions (general consumer, specialty consumer)	Factors Affecting Processing Speed: *Customer* • speed of local system • speed of browser • user's connection speed. *Network* • amount of data sent (text, images) • optimizing graphics to reduce bandwidth requirements • network outages • latency from extreme physical distance • effects of protocols like TCP/IP or HTTP. *E-commerce Web site* • speed of the server: CPU, disk drive • load on the server • traffic caused by other server processes • traffic caused by other Web users.
• Technological Advances	• identify technological advances in e-commerce Web site development, including: – connection options with customer, network, e-commerce Web site and browser – software – hardware – wireless mobile devices – security and privacy systems.	

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Concept	Specific Outcomes	Notes
Features of Effective E-commerce Web Sites • Content-related Features	*The student should:* • analyze the following content-related features of effective e-commerce Web sites: – the home page shows the main components of the Web site effectively – the search function allows efficient access to information – company information is included; e.g., name of company, address, telephone number, fax number, e-mail contact, list of key personnel, video of key staff person – company policies on privacy, security and terms of business are clearly stated – products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information – the shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes and total costs – the shopping cart provides options to delete the purchase(s), continue shopping or check out with a link to shipping choices – the shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) and there is a link to payment choices – the payment choices are clear—credit card, debit card, electronic cash – forms to gather customer information are well-designed – incentives to register are clear and attract attention – drop-down menus assist in filling out forms – additional content is offered to attract customers; e.g., detailed product/service information, frequently asked questions, "What's New," newsroom, forum, Web site tour, thank-you page, games – text is appropriate for potential customers – text is accurate—no errors in spelling, punctuation, grammar	Considerations for developing content: • present ideas in an easy-to-follow fashion (estimated viewer attention span is 10 seconds) • place most requested information in "front" of Web site, least requested in "back" • keep documents as simple as possible • use language that is appropriate for the target market.

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Concept	Specific Outcomes	Notes
Features of Effective E-commerce Web Sites (continued)	*The student should:*	
• Design- and Technical-related Features	• analyze the following design- and technical-related features of effective e-commerce Web sites: – the overall impact of the Web site is positive and motivating – the Web site aligns with potential customers' interests and needs – the pages are consistent in format, text size, font, headings and colour – colour contrast helps items stand out or blend in – the background is effective – special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, marquee, 3-D graphics, 3-D animation – the home page provides clear links to other pages of the Web site – navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map) – navigation throughout the Web site is efficient (three or fewer "clicks") – after the home page, navigation links are positioned in a standard location – the organization of information is efficient (least used at "back" of Web site) – the processing speed is acceptable throughout the Web site – the domain name (URL) is indicative of the products/services offered – viewers have the option to register and the ability to ask questions, request information and give feedback – viewers have the option to control viewing choices; e.g., text only, view videos, turn off sound, enlarge/reduce picture size, customize the home page, select language.	Components of an E-commerce Web Site: • home page can include business description, logo, domain name, navigation to other pages, guest book or other customer registration options • information pages can include company information, such as contacts, location, policies on privacy and security, terms of business, "What's New" • descriptions of products/services (catalogue) • a shopping cart • shipping choices • payment choices.

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Concept	Specific Outcomes	Notes
	The student should:	
Concept	Specific Outcomes	Notes
Process of Building E-commerce Web Sites	*The student should:* • complete the process of building two or more e-commerce Web sites, by: – planning the Web sites – developing the Web sites, including: • content-related features • design- and technical-related features – testing and presenting the Web sites – modifying, publishing and documenting the Web sites.	A detailed list of tasks to build an e-commerce Web site is outlined in *Assessment Task: E-commerce Web Site Evaluation (MAM3120–3).*
Workstation Management	• apply efficient workstation positions and routines that encourage: – good health and safety (posture, positioning of hardware and furniture) – security for hardware, software, supplies and personal work • demonstrate efficient and appropriate use of time and resources: – start-up procedures – organization of work area – closing procedures • apply effective decision-making strategies when using the Internet • use related terminology to describe basic protocols, processes and tools.	

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MAM3010–1: Presentations/Reports: The Business Organization G.45
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MAM3030–1: Presentations/Reports: Business in the Global Marketplace G.47
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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS courses, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Learning.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the course (course learner expectations), the teacher will designate the course as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the course—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The *Guide to Education: ECS to Grade 12* specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other courses.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible. Further information about assessing and reporting student achievement in CTS is provided in the *CTS Manual for Administrators, Counsellors & Teachers* (Assessing Student Achievement).

Components of Assessment Standards in CTS

The following components are included in each course:

- **general outcomes** (in the shaded left column of the course) define the exit-level competencies students are expected to achieve to complete a course. Each general outcome defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** general outcomes within a course to be successful.

- **suggested emphasis** (in the right column of the course) provides a guideline for the relative significance of each general outcome and can be used to organize for instruction.

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STUDENT: _____ TITLE OF COMMERCIAL: _____

Observations of Student	CRITERIA *The student:*
4 3 2 1 0	**Storyboard** ☐ illustrates of each shot with dialogue (illustration should convey what the shots are about) ☐ describes type and length of shot ☐ includes special instructions for effects when producing the shot
4 3 2 1 0	**Content of Commercial** ☐ originality – creative, fresh, clever ☐ impact – the ad is believable ☐ attracts attention by a strong opening ☐ builds interest by focusing on a single big idea (make every shot count) ☐ arouses desire by promoting customer benefits (emotional involvement, repeat major points) ☐ induces action by creating an urgency to buy now and/or gives address, phone number, hours of operation
4 3 2 1 0	**Technical Excellence** ☐ commercial does not exceed 15-, 30- or 60-second assigned air time ☐ visuals and audio are clear ☐ editing is evident, creates an illusion of reality by cutting out the dead parts; presents interesting action-oriented shots ☐ smoothness or continuity exists throughout ☐ customers can easily identify the product being advertised
4 3 2 1 0	**Oral Presentation** ☐ explains objective, target audience and buying motives ☐ justifies time slot ☐ describes how the AIDA concept was used in the production of the commercial

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

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Name: _____

1. The student prepares a report that describes the features, benefits and challenges influencing decisions to market online. The report is technically acceptable (format, grammar, spelling, punctuation) and includes: ☐ features specific to an e-commerce Web site ☐ benefits of marketing online ☐ challenges in establishing and maintaining an e-commerce Web site, including: • addressing ethical issues and privacy concerns • meeting the needs of potential customers.	2. The student prepares a report that outlines the process of researching, planning, developing, testing and publishing an e-commerce Web site. The report is technically acceptable (format, grammar, spelling, punctuation).
Standard (2)	*Standard (2)*

Rating Scale					
	4 – All requirements are met in an exemplary manner. Writing and format is of high standard	**3** – All requirements, but one, have been met in a satisfactory manner. Writing and format is of high standard.	**2** – All requirements, but two, have been met in a satisfactory manner. Writing and format is of acceptable standard.	**1** – All requirements, but three, have been met in a satisfactory manner. Writing and format is of acceptable standard	**0** – The minimum number of requirements have not been met in a satisfactory manner.

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Research Process: Features of Effective E-commerce Web Sites	MAM1040–2

Student: **Web Site Reviewed (URL):**

Rating		*Content-related Features*	Comments
	1.	Home page shows the main components of the Web site effectively.	
	2.	Search function allows efficient access to information.	
	3.	Company information is included; e.g., name of company, address, telephone number, fax number, e-mail contact,l ist of key personnel, video of key staff person.	
	4.	Company policies on privacy, security and terms of business are clearly stated.	
	5.	Products/services are effectively displayed—name,c ode, description, price, option to buy, link to shopping cart, detailed product information.	
	6.	Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes,t otal costs.	
	7.	Shopping cart provides option to delete purchase(s), continue shopping or check out with link to shipping choices.	
	8.	Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choices.	
	9.	Payment choices are clear—credit card, debit card, electronic cash.	
	10.	Forms to gather customer information are well-designed.	
	11.	Incentives to register are clear and attract attention.	
	12.	Drop-down menus assist in filling out forms.	
	13.	Additional content is offered to attract customers; e.g., detailed product/service information, frequently asked questions, "What's New," newsroom,f orum, Web site tour, thank-you page, games.	
	14.	Text is appropriate for potential customers.	
	15.	Text is accurate—no errors in spelling, punctuation, grammar.	
		Design- and Technical-related Features	
	16.	Overall impact of Web site is positive and motivating.	
	17.	Web site aligns with potential customers' interests and needs.	
	18.	Pages are consistent in format,t ext size, font, headings, colour.	
	19.	Colour contrast helps items stand out or blend in.	
	20.	Background is effective.	
	21.	Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio,a nimation, video, marquee, 3-D graphics, 3-D animation.	
	22.	Home page provides clear links to other pages of the Web site.	
	23.	Navigation methods are effective; e.g., menus, bars,l inks (text, icon, banner ad, hover button, image map).	
	24.	Navigation throughout the Web site is efficient (three or fewer "clicks").	
	25.	After home page, navigation links are positioned in a standard location.	
	26.	Organization of information is efficient (least used at "back" of Web site).	
	27.	Processing speed is acceptable throughout the Web site.	
	28.	Domain name (URL) is indicative of the products/services offered.	
	29.	Viewers have the option to register and the ability to ask questions, request information and give feedback.	
	30.	Viewers have the option to control viewing choices; e.g., text only, view videos, turn off sound, enlarge/reduce picture size, customize the home page, select language.	

Rating: 1 – low effectiveness 5 – high effectiveness X – not available/in place

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Assessment Task: E-commerce Web Site Evaluation	MAM1040–3

Student: **Web Site (URL):**

Planning the E-commerce Web Site

- ☐ A description of the proposed e-commerce Web site, including:
  - the company name, potential domain names (URLs)
  - potential customers, image to be portrayed
  - product/service line
  - method of Web site publication
- ☐ Approved storyboard for each page of the Web site, including design and text for each component of the Web site that indicates any photographs, sound, graphics, borders and pictures to be included

Content-related Features

- ☐ Home page shows main components of the Web site and includes logo, description of Web site, links to other components in Web site and an e-mail connection
- ☐ Company information includes name of company, address, telephone and fax number, e-mail contact
- ☐ Company policies on privacy are clearly stated
- ☐ Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart
- ☐ Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs
- ☐ Shopping cart provides option to delete purchase(s), continue shopping or check out, link to shipping choices
- ☐ Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choice
- ☐ Payment choices are clear—credit cards, electronic cash (e.g., e-cheque, smart card, electronic wallet)
- ☐ *Additional content to attract customers;* e.g., *detailed product/service information, at least five frequently* asked questions, *"What's New," a news release, newsroom, forum, Web site tour, thank-you page, games*
- ☐ Text is appropriate for potential customers
- ☐ Text is accurate—no errors in spelling, punctuation, grammar

Design- and Technical-related Features

- ☐ Overall impact of e-commerce Web site is positive and motivating
- ☐ Web site aligns with potential customers' interests and needs
- ☐ Pages are consistent in format, text size, font, headings, colour
- ☐ Colour contrast helps items stand out or blend in
- ☐ Background is effective
- ☐ Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders
- ☐ Home page provides clear links to other pages of the Web site
- ☐ Navigation methods are effective; e.g., menus, bars, links (text, icon, *banner ad, hover button, image map*)
- ☐ Navigation throughout Web site is efficient (three or fewer "clicks")
- ☐ After home page, navigation links are positioned in a standard location
- ☐ Organization of information is effective (least used at "back" of Web site)
- ☐ *Processing speed is acceptable throughout the Web site*
- ☐ Domain name (URL) is indicative of the products/services offered
- ☐ Viewers have option to register and ability to ask questions, request information and give feedback
- ☐ Viewers have option to control viewing; e.g., text only, *turn off sound, enlarge/reduce picture size*

Testing and Presenting the Web Site

- ☐ *Testing is completed using various browsers and operating systems to check speed of loading and operation and to debug the Web site using available editors*
- ☐ Presentation of the e-commerce Web site to clients and other reviewers includes Web site purpose, potential customers, organizational structure and key features
- ☐ Reviewers' comments regarding strengths of, and areas for improvement to, the Web site are recorded

Modifying and Publishing the Web Site

- ☐ Proposed changes to the e-commerce Web site are outlined
- ☐ The e-commerce Web site is published

Note: Items shown in *italics* are not required to be included in the e-commerce Web site design to meet the minimum requirements for this learning outcome.

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Name: _____

1. The student prepares a report comparing the strategies that e-commerce Web sites use to attract customers. The report is technically acceptable (format, grammar, spelling, punctuation) and includes mention of the following strategies: ☐ incorporating additional content and adding special effects ☐ providing superior customer service ☐ registering with search engines ☐ forming strategic partnerships ☐ providing secure payment systems.	2. The student prepares a report that investigates examples related to an e-commerce Web site involving: ☐ ethical issues ☐ security threats ☐ legislation and tort law.
Standard (2)	*Standard (3)*

Rating Scale					
	4 – All requirements are met in an exemplary manner. Writing and format is of high standard.	**3** – All requirements, but one, have been met in a satisfactory manner. Writing and format is of high standard.	**2** – All requirements, but two, have been met in a satisfactory manner. Writing and format is of acceptable standard.	**1** – All requirements, but three, have been met in a satisfactory manner. Writing and format is of acceptable standard.	**0** – The minimum number of requirements have not been met in a satisfactory manner.

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Research Process: Features of Effective E-commerce Web Sites	MAM2110–2

Student: **Web Site Reviewed (URL):**

Rating		*Content-related Features*	Comments
	1.	Home page shows the main components of the Web site effectively.	
	2.	Search function allows efficient access to information.	
	3.	Company information is included; e.g., name of company, address, telephone number, fax number, e-mail contact, list of key personnel, video of key staff person.	
	4.	Company policies on privacy, security and terms of business are clearly stated.	
	5.	Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information.	
	6.	Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs.	
	7.	Shopping cart provides option to delete purchase(s), continue shopping or check out with link to shipping choices.	
	8.	Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choices.	
	9.	Payment choices are clear—credit card, debit card, electronic cash.	
	10.	Forms to gather customer information are well-designed.	
	11.	Incentives to register are clear and attract attention.	
	12.	Drop-down menus assist in filling out forms.	
	13.	Additional content is offered to attract customers; e.g., detailed product/service information, frequently asked questions, "What's New," newsroom, forum, Web site tour, thank-you page, games.	
	14.	Text is appropriate for potential customers.	
	15.	Text is accurate—no errors in spelling, punctuation, grammar.	
		Design- and Technical-related Features	
	16.	Overall impact of Web site is positive and motivating.	
	17.	Web site aligns with potential customers' interests and needs.	
	18.	Pages are consistent in format, text size, font, headings, colour.	
	19.	Colour contrast helps items stand out or blend in.	
	20.	Background is effective.	
	21.	Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, marquee, 3-D graphics, 3-D animation.	
	22.	Home page provides clear links to other pages of the Web site.	
	23.	Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map).	
	24.	Navigation throughout the Web site is efficient (three or fewer "clicks").	
	25.	After home page, navigation links are positioned in a standard location.	
	26.	Organization of information is efficient (least used at "back" of Web site).	
	27.	Processing speed is acceptable throughout the Web site.	
	28.	Domain name (URL) is indicative of the products/services offered.	
	29.	Viewers have the option to register and the ability to ask questions, request information and give feedback.	
	30.	Viewers have the option to control viewing choices; e.g., text only, view videos, turn off sound, enlarge/reduce picture size, customize the home page, select language.	

Rating: 1 – low effectiveness 5 – high effectiveness X – not available/in place

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Assessment Task: E-commerce Web Site Evaluation	MAM2110–3

Student: **Web Site (URL):**

Planning the E-commerce Web Site

- ☐ A description of the proposed e-commerce Web site, including:
  - the company name, potential domain names (URLs)
  - potential customers, image to be portrayed
  - product/service line
  - method of Web site publication
- ☐ Approved storyboard for each page of the Web site, including design and text for each component of the Web site that indicates any photographs, sound, graphics, borders, pictures, audio, animation and video to be included

Developing the Web Site—Content-related Features

- ☐ Home page shows main components of the Web site and includes logo, description of Web site, links to other components in Web site, an e-mail connection, an ad from a partner and highlights for one product/service
- ☐ Company information includes name of company, address, telephone and fax number, e-mail contact, list of key personnel
- ☐ Company policies on privacy and security are clearly stated
- ☐ Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed information on at least one product/service
- ☐ Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs
- ☐ Shopping cart provides option to delete purchase(s), continue shopping or check out, link to shipping choices
- ☐ Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choice
- ☐ Payment choices are clear—credit cards, electronic cash (e.g., e-cheque, smart card, electronic wallet)
- ☐ Additional content to attract customers; e.g., detailed product/service information, at least five frequently asked questions, "What's New," *a news release, newsroom, forum, Web site tour, thank-you page, games*
- ☐ Text is appropriate for potential customers
- ☐ Text is accurate—no errors in spelling, punctuation, grammar

Developing the Web Site—Design- and Technical-related Features

- ☐ Overall impact of e-commerce Web site is positive and motivating
- ☐ Web site aligns with potential customers' interests and needs
- ☐ Pages are consistent in format, text size, font, headings, colour
- ☐ Colour contrast helps items stand out or blend in
- ☐ Background is effective
- ☐ Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video
- ☐ Home page provides clear links to other pages of the Web site
- ☐ Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, *hover button, image map*)
- ☐ Navigation throughout Web site is efficient (three or fewer "clicks")
- ☐ After home page, navigation links are positioned in a standard location
- ☐ Organization of information is effective (least used at "back" of Web site)
- ☐ Processing speed is acceptable throughout the Web site
- ☐ Domain name (URL) is indicative of the products/services offered
- ☐ Viewers have option to register and ability to ask questions, request information and give feedback
- ☐ Viewers have option to control viewing; e.g., text only, turn off sound, *enlarge/reduce picture size*

Testing and Presenting the Web Site

- ☐ Testing is completed using various browsers and operating systems to check speed of loading and operation and to debug the Web site using available editors
- ☐ Presentation of the e-commerce Web site to clients and other reviewers includes Web site purpose, potential customers, organizational structure and key features
- ☐ Reviewers' comments regarding strengths of, and areas for improvement to, the Web site are recorded

Modifying and Publishing the Web Site

- ☐ Proposed changes to the e-commerce Web site are outlined
- ☐ Recommended changes and enhancements are incorporated
- ☐ The e-commerce Web site is published

Note: Items shown in *italics* are not required to be included in the e-commerce Web site design to meet the minimum requirements for this learning outcome

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Name: _____

1 The student prepares a report that researches the challenges of obtaining customer information. The report is technically acceptable (format, grammar, spelling, punctuation) and: ☐ lists ways to obtain and use customer data (data mining) ☐ outlines features to include in a relational database and methods of ensuring accurate data entry (field properties) ☐ describes options to obtain database software ☐ describes the use of cookies ☐ provides a design of a registration form and a list of possible incentives for customers to register.	2 The student prepares a report that investigates financial considerations when developing and maintaining an e-commerce Web site. The report is technically acceptable (format, grammar, spelling, punctuation) and: ☐ researches the costs and benefits of different methods of publishing an e-commerce Web site ☐ lists potential income-generating opportunities ☐ identifies technological advances in Web site development.
Standard (3)	*Standard (3)*

Rating Scale					
	4 – All requirements are met in an exemplary manner. Writing and format is of high standard	**3** – All requirements, but one, have been met in a satisfactory manner. Writing and format is of high standard	**2** – All requirements, but two, have been met in a satisfactory manner. Writing and format is of acceptable standard	**1** – All requirements, but three, have been met in a satisfactory manner. Writing and format is of acceptable standard	**0** – The minimum number of requirements have not been met in a satisfactory manner.

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Research Process: Features of Effective E-commerce Web Sites	MAM3120–2

Student: **Web Site Reviewed (URL):**

Rating	*Content-related Features*	Comments
	1. Home page shows the main components of the Web site effectively.	
	2. Search function allows efficient access to information.	
	3. Company information is included; e.g., name of company, address, telephone number, fax number, e-mail contact, list of key personnel, video of key staff person.	
	4. Company policies on privacy, security and terms of business are clearly stated.	
	5. Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed product information.	
	6. Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs.	
	7. Shopping cart provides option to delete purchase(s), continue shopping or check out with link to shipping choices.	
	8. Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choices.	
	9. Payment choices are clear—credit card, debit card, electronic cash.	
	10. Forms to gather customer information are well-designed.	
	11. Incentives to register are clear and attract attention.	
	12. Drop-down menus assist in filling out forms.	
	13. Additional content is offered to attract customers; e.g., detailed product/service information, frequently asked questions, "What's New," newsroom, forum, Web site tour, thank-you page, games.	
	14. Text is appropriate for potential customers.	
	15. Text is accurate—no errors in spelling, punctuation, grammar.	
	Design- and Technical-related Features	
	16. Overall impact of Web site is positive and motivating.	
	17. Web site aligns with potential customers' interests and needs.	
	18. Pages are consistent in format, text size, font, headings, colour.	
	19. Colour contrast helps items stand out or blend in.	
	20. Background is effective.	
	21. Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, marquee, 3-D graphics, 3-D animation.	
	22. Home page provides clear links to other pages of the Web site.	
	23. Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map).	
	24. Navigation throughout the Web site is efficient (three or fewer "clicks").	
	25. After home page, navigation links are positioned in a standard location.	
	26. Organization of information is efficient (least used at "back" of Web site).	
	27. Processing speed is acceptable throughout the Web site.	
	28. Domain name (URL) is indicative of the products/services offered.	
	29. Viewers have the option to register and the ability to ask questions, request information and give feedback.	
	30. Viewers have the option to control viewing choices; e.g., text only, view videos, turn off sound, enlarge/reduce picture size, customize the home page, select language.	

Rating: 1 – low effectiveness 5 – high effectiveness X – not available/in place

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Assessment Task: E-commerce Web Site Evaluation	MAM3120–3

Student: **Web Site (URL):**

Planning the E-commerce Web Site

- ☐ A description of the proposed e-commerce Web site, including:
  - the company name, potential domain names (URLs)
  - potential customers, image to be portrayed
  - product/service line
  - method of Web site publication
- ☐ Approved storyboard for each page of the Web site, including design and text for each component of the Web site that indicates any photographs, sound, graphics, borders, pictures, audio, animation and video to be included

Developing the Web Site—Content-related Features

- ☐ Home page shows main components of the Web site and includes logo, description of Web site, links to other components in Web site, an e-mail connection, an ad from a partner and highlights for one product/service
- ☐ *Search function allows efficient access to information*
- ☐ Company information includes name of company, address, telephone and fax number, e-mail contact, list of key personnel, video of key staff person
- ☐ Company policies on privacy, security and terms of business (returns, credit) are clearly stated
- ☐ Products/services are effectively displayed—name, code, description, price, option to buy, link to shopping cart, detailed information on at least four products/services
- ☐ Shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes, total costs
- ☐ Shopping cart provides option to delete purchase(s), continue shopping or check out, link to shipping choices
- ☐ Shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) with link to payment choice
- ☐ Payment choices are clear—credit cards, electronic cash (e.g., e-cheque, smart card, electronic wallet)
- ☐ Registration form to gather customer information is well-designed
- ☐ Incentives to register are clear and attract attention
- ☐ *Drop-down menus assist in filling out the form*
- ☐ Additional content to attract customers; e.g., detailed product/service information, at least ten frequently asked questions, "What's New," a news release, *newsroom, forum, Web site tour, thank-you page, games*
- ☐ Text is appropriate for potential customers
- ☐ Text is accurate—no errors in spelling, punctuation, grammar

Developing the Web Site—Design- and Technical-related Features

- ☐ Overall impact of e-commerce Web site is positive and motivating
- ☐ Web site aligns with potential customers' interests and needs
- ☐ Pages are consistent in format, text size, font, headings, colour
- ☐ Colour contrast helps items stand out or blend in
- ☐ Background is effective
- ☐ Special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, *marquee,* 3-D graphics, 3-D animation
- ☐ Home page provides clear links to other pages of the Web site
- ☐ Navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map)
- ☐ Navigation throughout Web site is efficient (three or fewer "clicks")
- ☐ After home page, navigation links are positioned in a standard location
- ☐ Organization of information is effective (least used at "back" of Web site)
- ☐ Processing speed is acceptable throughout the Web site
- ☐ Domain name (URL) is indicative of the products/ services offered
- ☐ Viewers have option to register and ability to ask questions, request information and give feedback
- ☐ Viewers have option to control viewing; e.g., text only, view videos, turn off sound,*e nlarge/reduce picture size, customize the home page, select language*

Testing and Presenting the Web Site

- ☐ Testing is completed using various browsers and operating systems to check speed of loading and operation and to debug the Web site using available editors
- ☐ Presentation of the e-commerce Web site to clients and other reviewers includes Web site purpose, potential customers, organizational structure and key features
- ☐ Reviewers' comments regarding strengths of, and areas for improvement to, the Web site are recorded

Modifying, Publishing and Documenting the Web Site

- ☐ Proposed changes to the e-commerce Web site are outlined
- ☐ Recommended changes and enhancements are incorporated
- ☐ The e-commerce Web site is published
- ☐ Documentation for the Web site includes guidelines for ongoing Web site management, such as:
  - items that need updating on a regular basis
  - items that need to be changed seasonally
  - suggested time for software/hardware review

Note: Items shown in *italics* are not required to be included in the e-commerce Web site design to meet the minimum requirements for this learning outcome.

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